

to assume low and vulgar attitudes. It is the mind not the body—the brain which is at fault, not the joints.—ROBERT KNOX.

—It is related that eighty-eight virgins in Minnesota have formed themselves into an anti-nicotine sisterhood, and solemnly pledge themselves to marry only those who do not indulge in smoking. Per contra, eighty-eight nice young men in Minnesota have formed themselves into a natural hair association, and have solemnly pledged themselves to marry nobody who wears false hair. A dreadful decline in the matrimonial market of Minnesota is now anticipated.

—A country is nothing without men, men are nothing without mind, and mind is little without culture. It follows that cultivated mind is the most important product of a nation. The products of the farm, the shop, the mill, the mine, are of incomparably less value than the products of the schools. If the schools of a people are well taught all else will prosper. Wherever school are neglected it is a sure sign of national degradation and decay. The central point of every wisely administered government is its system of education. The education of youth well cared for by a nation, out of it will grow science, art, wealth, strength, and all else that is esteemed great in the judgment of men.

—The special aim of education is to transmit to the child the sum of those habits to which he is to confirm the course of his life, and of those branches of knowledge which are indispensable for him in the pursuit of his calling; and it must begin by developing in the pupil the faculties which will enable him to make these habits and this knowledge his own. It teaches the child to speak, to move about, to use his senses, to look, to hear to understand, to judge, to live. But now the influence of education, opposed as it is to that of heredity, is so great that in most cases it is of itself alone capable of producing a moral psychological likeness between parents and children. When once it is admitted that education, a long, watchful laborious training, is indispensable in order to call forth and perfect in the child the development of aptitudes and of mental qualities, we must conclude that heredity acts only a second part in the wonderful

genesis of the moral individual. The argument is unassailable. That hereditary influences make their mark in predispositions, in fixed tendencies, it were unscientific to deny; but yet it would be inexact to pretend that they implicitly contain the future state of the physical being, and determine its evolution.—PAPILLAN.

A PSALM OF SCHOOL-LIFE.

Tell me not in voice that sigheth
Grammar's but a pedant's dream,
For the soul is dead that lieth
Howe'er this to some folks seem.

Grammar's real, grammar's earnest,
And attractive is its goal;
Well thou doest if thou learnest,
Truly learnest e'en the whole.

Not your polished phrase to borrow,
In this matter, is the way;
But to-day and eke to-morrow;
In *your* words the things to say.

Grammar's long, if life is fleeting—
Then with hearts all stout and brave,
Thinking never of retreating,
Forward march, though to the grave.

In this dreadest field of battle,
Fighting for the cultured life,
You should not be like the cattle,
But a hero in the strife.

Trust no upstart howe'er pleasant,
But your Grammar always read—
Act—act—God himself is present,
Seeing if you earn your bread.

Lives of great men all remind us,
Grammar's good in prose or rhyme,
If we'd footprints leave behind us
In the shifting sands of time—

Footprints that perhaps another
Striving riches true to gain,
A forlorn, misguided brother,
Seeing, shall take heart again.

Up, then, sloth! your duty doing,
Cease those wretched lies to prate;
It is worth e'en your pursuing
Grammar get into your pate.